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ABSTRACT

The Instructional Support System for Occupational Education (ISSOE) project, conducted in New York, focused on (1) review of individualized education systems, (2) selection of appropriate occupational clusters, and (3) development and field testing of a system and materials. A product of the Managing Student Progress series of the ISSOE program, this guide defines and explains one of the components for managing student progress--the ISSOE profiles, for reporting student progress. It discusses the options for developing profiles which describe the technical and non-technical outcomes from an occupational training program. The guide is designed primarily to assist teachers in the completion of record of achievement/occupational preparation profiles and class progress charts. It also discusses the value of the ISSOE employability profile to its users. (KC)

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ISSOE

Managing Student Progress

Developing Student Profiles

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Many persons at the Cornell Institute for Occupational Education have assisted in the development of this ISSOE User's Guide. For the past few years CIOE/ISSOE research projects have been under the daily direction of Drs. Alan Edsall and Vernon Beuke, Research Associates at the Institute. Since January, 1980, Dr. Robert Frank has operated as Institute Coordinator for ISSOE Projects and has been instrumental in both the development and implementation of support materials and field test plans. He was responsible for the development of this User's Guide although he was assisted, in the conceptual development stage, by Dr. Edsall. I am extremely appreciative of Dr. Frank's efforts and assistance in both phases of our field tests.

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TABLE OF CONTENTS

INTRODUCTION	1
VALUE OF THE ISSOE EMPLOYABILITY PROFILE	3
Students	3
Teachers	3
Parents	5
Guidance Personnel	5
Placement Coordinators	6
Employers	6
Administrators and Supervisors	6
REPORTING FORMATS AND EMPLOYABILITY PROFILES	7
Completion Instructions	7
Completion Options	17
DISTRIBUTION PLAN	19
Administration	19
Students	19
Teachers	19
Guidance	19
SUMMARY	20

INTRODUCTION

The Cornell system for reporting student progress summarizes information on the progress of both individual students and whole classes of occupational education programs. This system provides information to help teachers manage classroom instruction, administrators coordinate educational programs, and employers select potential employees.

The major purpose of this reporting system is to provide informational support, to help teachers better meet the instructional needs of students as they progress toward their occupational goals. The reporting system can help teachers monitor each student's progress by periodically providing student-progress information, in formats that relate to instructional objectives.

The system may also be used to report individual progress to students and parents. It can be used to generate profiles which will assist employers in the selection of employees, promoting more effective placement of graduates from competency based occupational educators programs.

This User's Guide describes the ISSOE profiles available for reporting student progress. It also suggests possible uses of the information.

This is one of a series of guides developed to define and explain components for managing student progress in ISSOE. The system would also be useful for managing student progress in any competency based occupation education program.

VALUE OF AN EMPLOYABILITY PROFILE

Students, teachers, parents, guidance personnel, placement coordinators, employers, administrators and supervisors each have a vested interest in the development and implementation of a thorough and efficient method for profiling student progress. This section will explain the benefits which the Record of Achievement/Occupational Preparation Profile has for each of these groups.

Students

The periodic Record of Achievement/Occupational Preparation Profile (RAOPP) will provide the student with visual reference to determine progress toward his or her selected occupational goals. These reports will provide the student with information to:

1. assess progress toward selected occupational goals and provide a basis for reevaluation of these goals;

2. discuss progress with teacher(s), parent(s), guidance counselor(s) and other;

3. present to potential employers a concise record, listing competencies achieved according to job title;

4. motivate him or her. . .master-additional skills in the occupational area;

Teachers

The RAOPP will provide the teacher with information to facilitate management of instruction. Receiving this information periodically will promote individualized instruction; it will also help teachers evaluate the results of instruction and revise their strategies in time to promote greater student accomplishment. More precise information will be obtained so that the teacher can discuss with each student progress toward his or her chosen occupational goals.

These reporting forms will provide the teacher with information to monitor student progress. The information can be especially useful for conferring with individual students to:

1. discuss their progress and expectations;
2. reassess their selected occupational goals;
3. refine their education plan;
4. determine special instructional needs;
5. coordinate progress with cooperative or work-experience coordinator;
6. spot competencies that are causing particular difficulties;
7. assess competencies of students entering from other schools;
8. determine the range of difficulty of competencies so that scheduling of instructional activities for future students will be more accurate;
9. determine the range of competencies and time to complete them by various populations so that future planning can be more precise;
10. determine what materials and equipment the student learning center needs;
11. review the goals and objectives of the program.

Comparing student accomplishments with ISSOE program competencies provides a means for program evaluation. The teacher can make an assessment of instruction to determine the value of the curriculum. Analysis of student accomplishment may suggest revisions in either curriculum or instruction.

These performance reports, especially the Class Progress Chart, provide information that the teacher can utilize in working with the administration. They are a basis for evaluation of the educational program's strengths and weaknesses, and help identify its accomplishments. Using the reports, teachers and administrators can more easily determine what resources and technical inservice training are necessary. Modifications or revisions can then be discussed.

Student progress information can be used by the teacher to inform the public about the occupational education program. Reviewing the accomplishments of students provides advisory or trade committees with facts on which to base recommended program revisions.

The employment community also benefits from the reports. Employers learn which jobs students are being prepared for; what competencies are taught; and what level of achievement students have reached. By comparing the needs of employers with program objectives and individual competency, suitable students can be matched with particular employers.

Information can also be obtained to monitor the progress of special populations. Reviewing this information may suggest revisions in instructional strategies and materials in order to improve performance of a particular group or individual.

Parents

The RAOPP allows parents to observe the progress of their child toward pre-determined occupational goals. It displays specific information on well-defined jobs and the corresponding competencies needed to perform them.

It also provides specific information for parents to review with teachers or guidance counselors when they discuss their daughter's or son's progress. It shows the student's progress in an occupational program, and lets parents know what jobs their child has learned. The reports can form a basis for reassessing pupil occupational goals.

Guidance Personnel

The RAOPP, detailed description of individual students' progress provides a more precise record to be used when consulting with the student. Such information will provide a basis for assessing student progress and for determining necessary adjustments or changes in the student's chosen goals.

This information also provides a good basis for conferences with parents and teachers, who assist the student in making decisions regarding his or her occupational preparation.

Placement Coordinators

The RAOPP informs the placement coordinator of the individual student's competency in specific entry level tasks. This will assist the coordinator in keeping employers informed of potential applicants.

Employers

The form provides a profile that can show the employer the jobs for which the potential employee (former student) is prepared. It also shows the proficiency level the person has attained in each job area.

During the job interview, this type of employability profile will give the potential employer a more precise record of the persons abilities. This will assist in the hiring decision because the profile shows the person's training in job-related terms.

Administrators and Supervisors

The RAOPP is useful in portraying the progress of individual students. This information can be used for supervisory conferences with the teacher as well as for discussions between individual students and their parents. The form will be helpful in showing the accomplishments of individual students in occupational education programs.

Difficult program competencies can be identified and strategies developed to improve student attainment of these competencies. The information provides a starting point to review the value of these competencies and whether they should be removed.

REPORTING FORMS AND EMPLOYABILITY PROFILES

Two ISSOE forms are used to report student progress. These are: (A) The Individual Education Plan (I.E.P.), and (B) Class Progress Chart. For information describing how to use these for reporting student progress, please see the ISSOE Guide, "Reporting Student Progress."

The Record of Achievement/Occupational Preparation Profile (RAOPP) is used to report student progess in profile form at regular intervals, determined by the local administrators. It also provides a summary record of achievement when the student leaves, or graduates from, the occupational program.

Completion Instructions

Data are transferred from either of the student data reporting instruments on to the RAOPP. (Refer to pages 10-16 for an example of a RAOPP) To complete the RAOPP:

1. On the cover page (see page 10) fill in the student's, instructor's and school's name along with the data the profile was prepared.

2. On the competency page (see page 11), type or print the Dictionary of Occupational Titles (D.O.T.) Job Title in the long box at the top of the page. Indicate the Job Title number after the Job Title.

3. In the small space to the left and under the D.O.T., Job Title type or print the six-digit ISSOE task number for the first competency the student was taught for that particular Job Title. Then, in the space next to the ISSOE task number fill in the words that best describe that particular task. You may have to abbreviate the task in order to make it fit into the space.

4. Place a row of Xs in the space under the appropriate proficiency heading (Not Instructed, Instructed-Not Completed, or Completed) to indicate the instructional level the student had reached for that particular task.

The following instructional levels may be used for reporting student progress on the RAOPP.

Instructional Indicator	Description
NI	Not Instructed. This indicator is used to explain that the student should not be held accountable for this task. At the time that "NI" is indicated on the IEP, the student has received no instruction related directly to this task. When "NI" is marked, the column "Date Completed" should be left blank.
NC	Not Completed. This indicator is used to show that the student should not be held fully accountable for this task. At the time that "NC" is indicated on the IEP, the student has received some instruction related to the task but has not received all the instruction necessary to insure thorough knowledge and proficiency of the task's requirements. When "NC" is marked, the column "Date Completed" should be left blank. The teacher should make note, however, of the date the competency was assigned and determine if the student appears to have trouble completing the competency in a reasonable time.
C	Completed. This indicator is used to show that the student should be held fully accountable for the requirements of this task. The student should have completed the task's requirements as specified in the ISSOE catalog and be proficient at the level(s) described by the Criterion Referenced Measure. When the proficiency level is marked with a "C", the teacher should indicate in the column labeled "Date Completed", when the student finished the task.

5. Continue this procedure (steps 3 and 4) for each task related to a particular Job Title. If necessary, use additional competency pages.

6. If the student has been instructed in more than one Job Title, use additional competency pages and follow steps 2-5 again.

7. If there are unused lines at the bottom of the competency page, use a marker to void those lines.

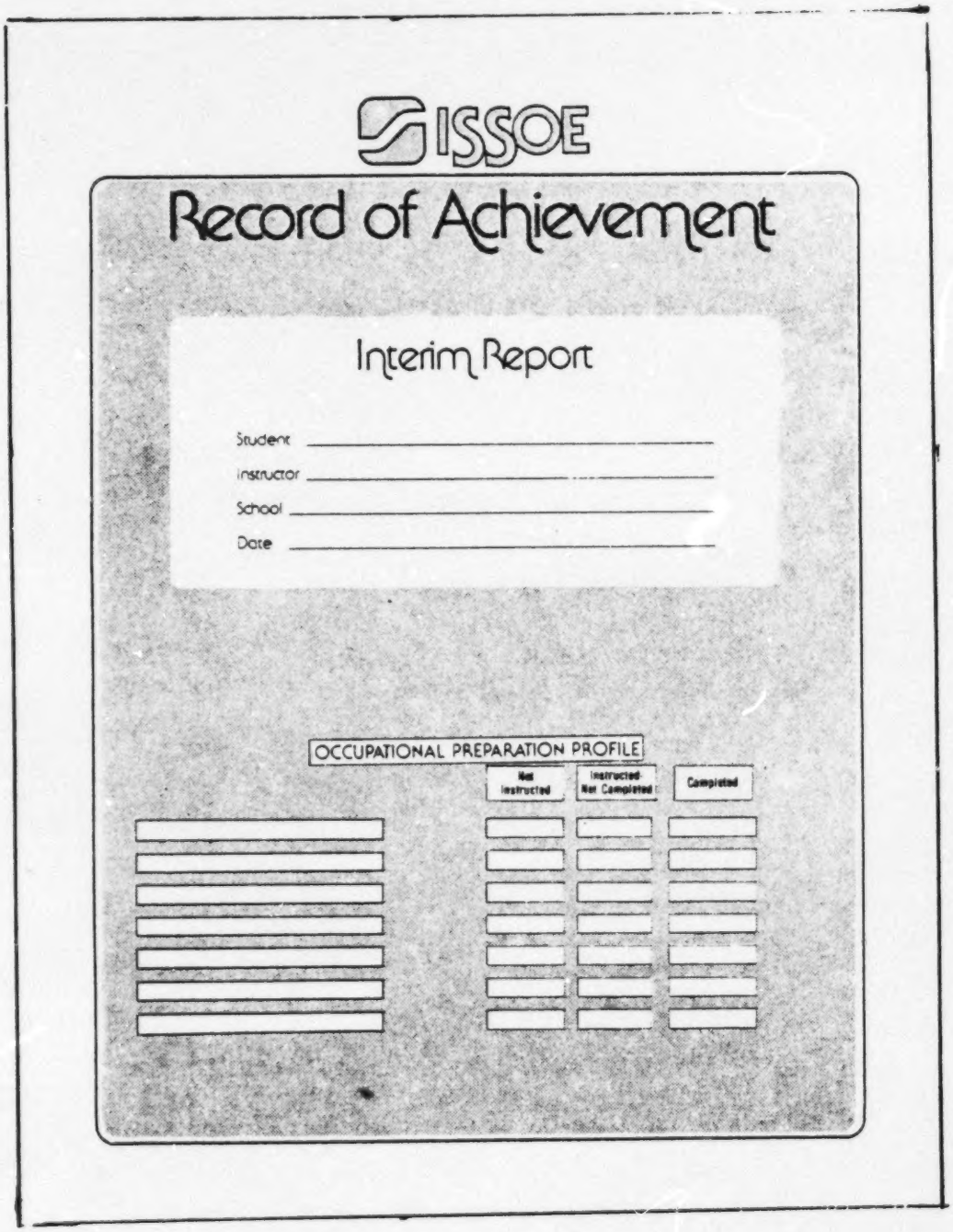
8. Return to the cover page. Under the section titled "Occuaptional Preparation Profile", type or print the D.O.T. Job Titles for which the student is being trained in the long space to the left.

9. Place Xs, in a manner similar to that which was done for the competency pages, under the appropriate proficiency heading to indicate the instructional level the student had reached for that particular Job Title.

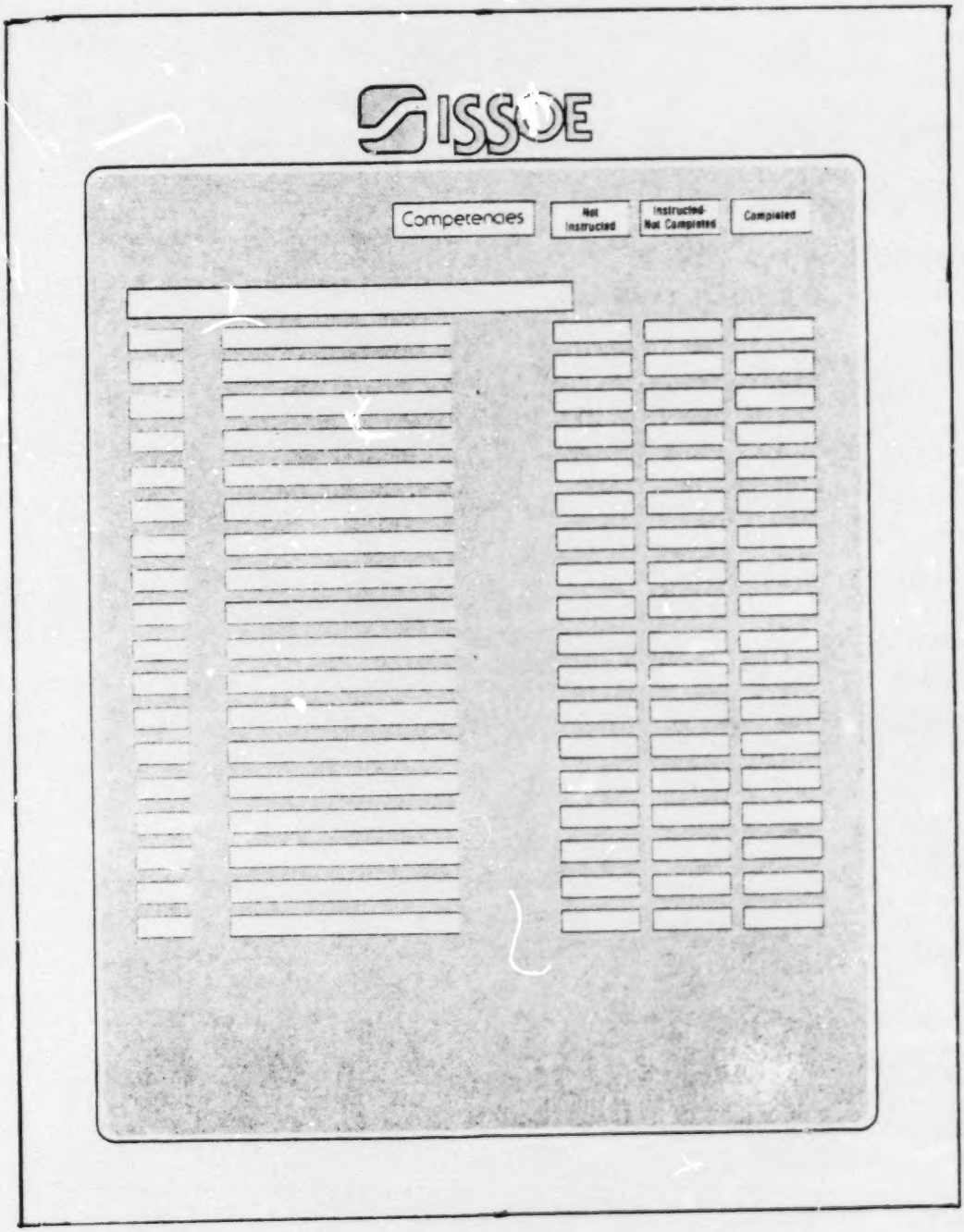
10. If your school elects to use the Employee Characteristics sheet (see page 12), you should complete it by indicating opposite each of the characteristics the appropriate level for the student. After this is completed you should indicate, in the appropriate spaces, the number of days the pupil was present and the number of days (Program Days) the class was held.

11. The sheets should be stapled together and presented as a completed profiling package. If extra copies are needed, for distribution to the central school office, classroom teacher, parents, etc., copies can be prepared by (A) making carbon copies when the originals are prepared, (B) photoduplicating the prepared copy or (C) preparing by hand another copy as was done with the original.

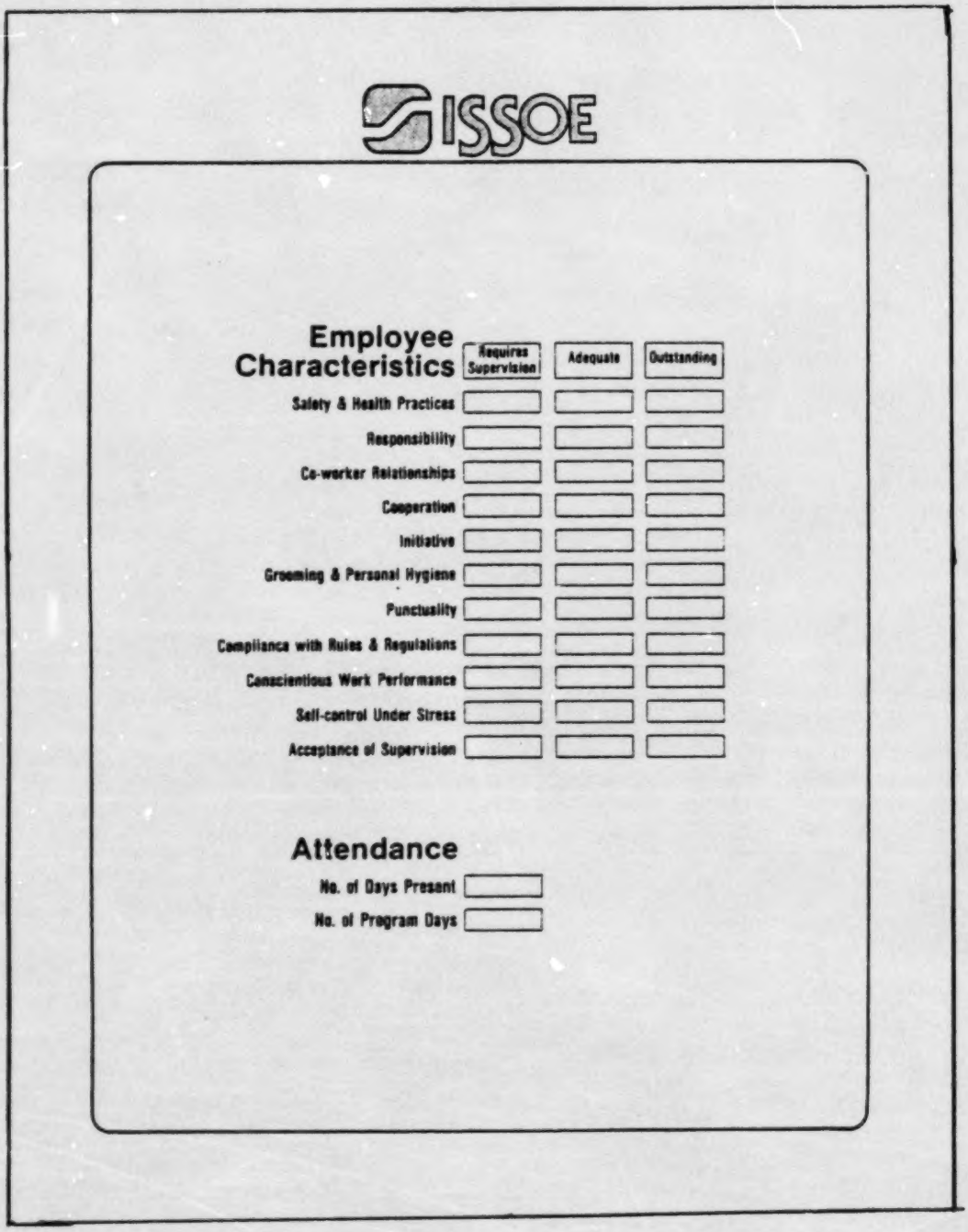
An example of the completed RAOPP is shown on pages 13 to 16.


ISSOE
Record of Achievement
Interim Report
Student
Instructor
School
Date
OCCUPATIONAL PREPARATION PROFILE
Not Instructed
Instructed-Not Completed
Completed

COMPETENCY PAGE - RAOPP



EMPLOYEE CHARACTERISTICS PAGE - RAOPP



EXAMPLE -- RAOPP COVER PAGE

ISSOE

Record of Achievement

Interim Report

Student: EVA KAUFMAN

Instructor: ROBERT FRANK

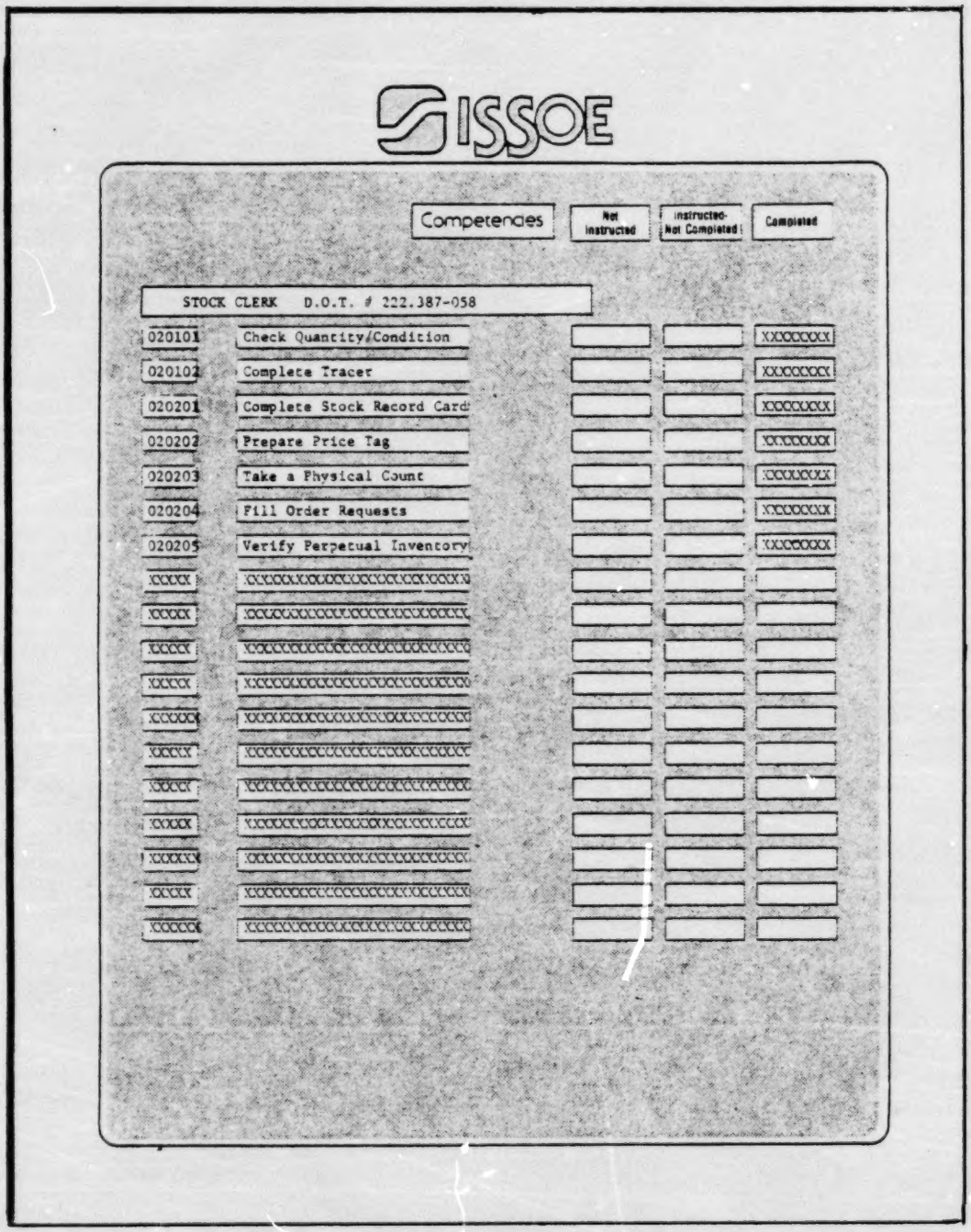
School: SMITHTOWN BOCES # III

Date: FEBRUARY 29, 1979

OCCUPATIONAL PREPARATION PROFILE

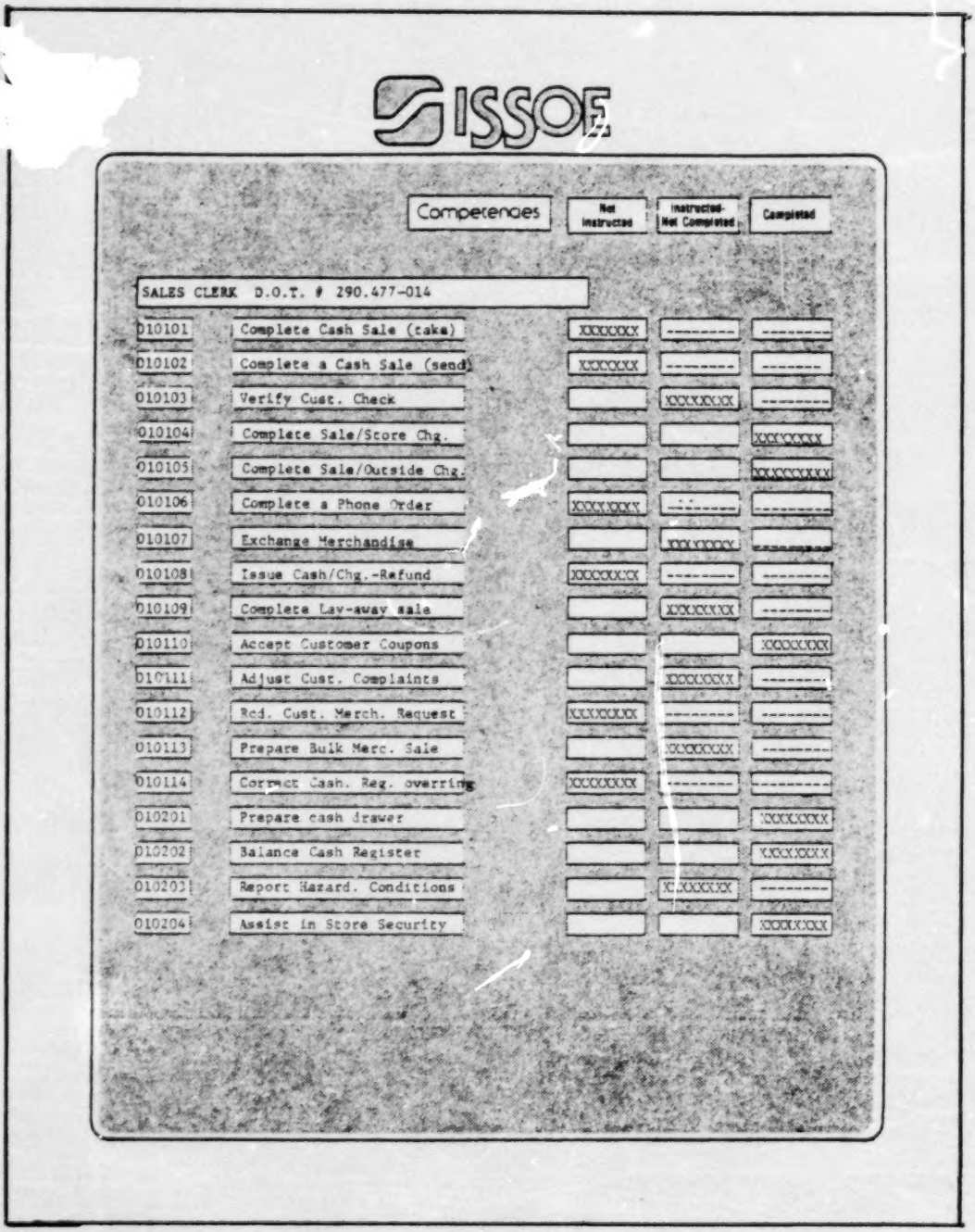
	Not Instructed	Instructed-Not Completed	Completed
STOCK CLERK			XXXXXXXX
SALES CLERK		XXXXXX	

EXAMPLE -- RAOPP COMPETENCY PAGE



19

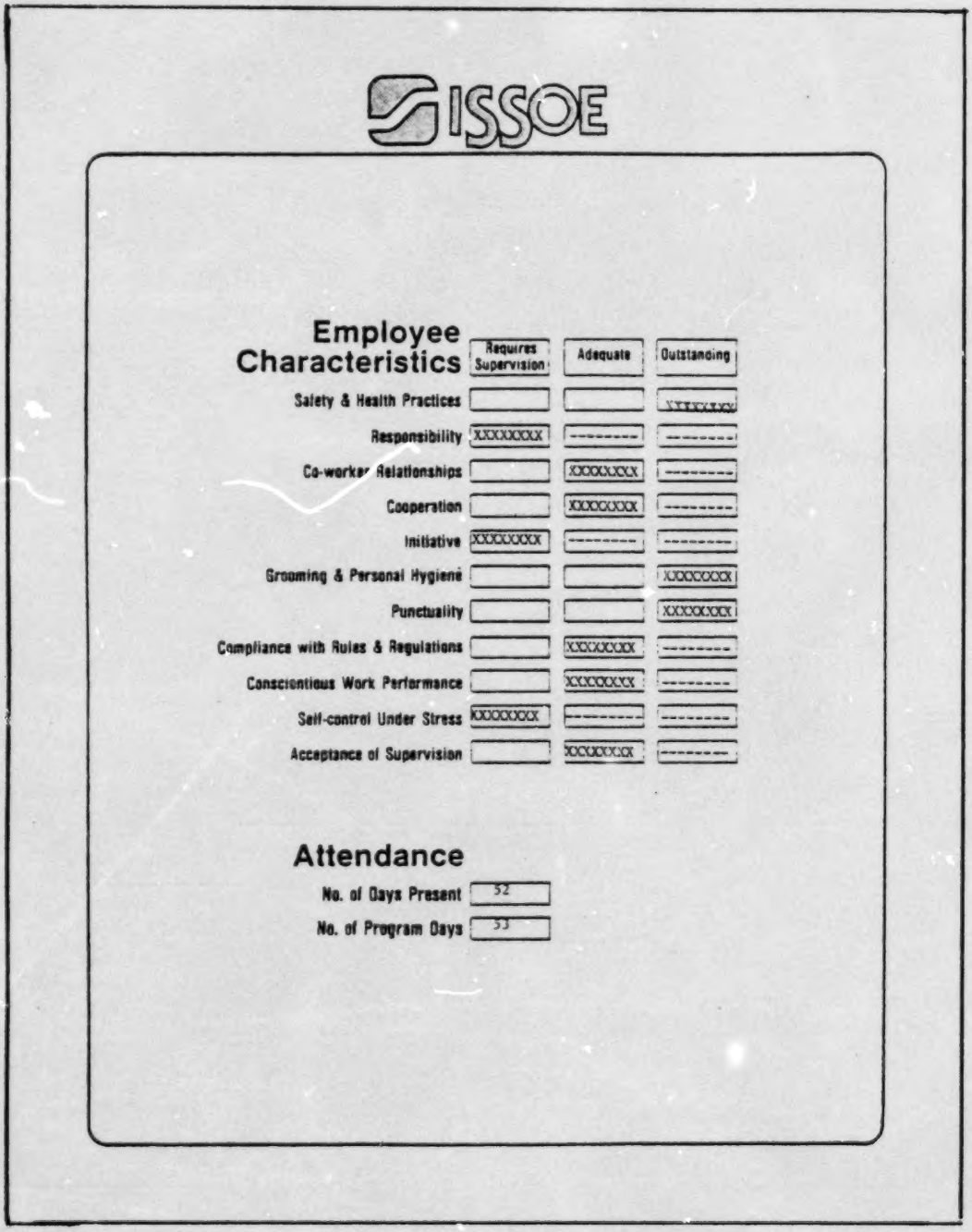
EXAMPLE -- RAOPP COMPETENCY PAGE



ISSOE

Competencies		Not Instructed	Instructed-Not Completed	Completed
SALES CLERK D.O.T. # 290.477-014				
010101	Complete Cash Sale (take)	XXXXXXX	--------	--------
010102	Complete a Cash Sale (send)	XXXXXXX	--------	--------
010103	Verify Cust. Check		XXXXXXX	--------
010104	Complete Sale/Store Chg.			XXXXXXX
010105	Complete Sale/Outside Chg.			XXXXXXXX
010106	Complete a Phone Order	XXXXXXX	--------	--------
010107	Exchange Merchandise		XXXXXXX	--------
010108	Issue Cash/Chg.-Refund	XXXXXXX	--------	--------
010109	Complete Lay-away sale		XXXXXXX	--------
010110	Accept Customer Coupons			XXXXXXX
010111	Adjust Cust. Complaints		XXXXXXX	--------
010112	Rcd. Cust. Merch. Request	XXXXXXX	--------	--------
010113	Prepare Bulk Merc. Sale		XXXXXXX	--------
010114	Correct Cash. Reg. overring	XXXXXXX	--------	--------
010201	Prepare cash drawer			XXXXXXX
010202	Balance Cash Register			XXXXXXX
010203	Report Hazard. Conditions		XXXXXXX	--------
010204	Assist in Store Security			XXXXXXX

EXAMPLE -- RAOPP EMPLOYEE CHARACTERISTICS PAGE



Completion Options

There are five options available to local education agencies for completing of the Record of Achievement/Occupational Preparation Profile. They are:

1. Local Preparation--Manually.

   This option has best been represented by the previous examples. In this instance, all form completion is done at the LEA, manually.

2. LEA Preparation--Computer Assisted.

   This would only be viable if the LEA had its own computer system. Data regarding pupil programs and progress could be maintained in the computer. At the close of a reporting period the computer would prepare RAOPPs for each student.

3. Local Preparation--Computer Assisted.

   This option could be used in instances where the LEA does not have a computer to use but could contract with a local business that engages in these types of activities. The business would then prepare the RAOPP with data being provided by the LEA.

4. Distant Preparation--Manually.

   This would involve an outside agency preparing the RAOPP with data being supplied by the LEA. The outside agency could either come to the LEA and gather the data directly from the Class Progress Charts or Individual Education Plans of the students, or the LEA could mail the data. Either way, the outside agency would prepare the RAOPP in much the same manner as would individual school personnel.

5. Distant Preparation--Computer Assisted.

   Again, an agency separate from the LEA would be contracted to provide RAOPPs. The agency would either gather the data themselves or have it sent to them. However, the RAOPP would be produced by a computer.

The ISSOE forms for IEPs and RAOPP have been designed with these options in mind. All of these forms will fit into a standard typewriter; they are also easily adapted to most computer systems. All typing or form completion can be done by going across rows rather than up and down columns. And to make the forms easier for both manual and computer completion, all rows are in increments one typewriter or computer carriage roll apart. In summary then, depending upon which completion option the administration selects, the ISSOE forms generally are easily adaptable.

DISTRIBUTION PLAN

Distribution of the Record of Achievement/Occupational Preparation Profile will be determined by the local school district. The local district is responsible for maintaining privacy of records and insuring confidentiality of information. If an outside agency is used, the local district must receive assurances that the agency will maintain privacy of records.

Administration

The local administration will determine the distribution schedule for all forms and will also determine the reports needed to meet local conditions.

Students

Individual students should receive a copy of the RAOPP as soon as profiles are returned to the teacher. These forms also can be used for reporting to parents.

A summary RAOPP should be presented to the student after completion of the program. Time and place to present these to students are to be determined by the district; graduation would be the ideal time. This record can be used to report accomplishments to both parents and employers.

Teachers

The teacher should receive one copy of each student's RAOPP.

Guidance

The guidance office should receive one copy of the RAOPP to place in the student's file.

SUMMARY

This User's Guide to ISSOE discussed the options for developing profiles which describe the technical and non-technical outcomes from an occupational training program. It is primarily designed to assist teachers in the completion of Record of Achievement/Occupational Preparation Profiles and Class Progress Charts.

Should any problems or questions arise, first contact your building administrator for assistance. Should the problem still persist, contact your ISSOE Regional Coordinator, Area Facilitator or the Cornell Institute for Occupational Education (607-256-6515) for additional information.